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ABSTRACT

This curriculum consists of fourteen courses based upon basic life problems which are designed to provide volunteers in the College for Living (CFL) program with materials to teach survival skills to developmentally disabled adults. CFL is intended to supplement residential programs in and around Denver and aid institutions in orienting institutionalized persons to eventual integration into the community. Each course consists of objectives, concepts, and appropriate activities for the volunteers to use. Management procedures for individualizing the curriculum include (1) pre-testing the students to determine the level at which they will enter the program, (2) selecting relevant materials for them at their individual levels to meet their needs, (3) post-testing, and (4) determining the level at which they will enter the next course. Topics for the courses include Keeping Healthy, Living Safely, Homemaking and Family Living, Understanding Oneself and Getting Along with Others, Understanding the Physical Environment, Appreciating and Creating Beauty, Being a Responsible Citizen, Leisure Time, Earning a Living, Traveling, Money Management, Human Sexuality, Communicating Ideas, and Field Trips and Extended Experiences. (A volunteer training workshop packet and individual course guides are available separately. See note.) (YLB)

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METRO COLLEGE FOR LIVING

THE COLLEGE FOR LIVING
Metropolitan State College



WORKING CURRICULA
1975-76

**ONGOING CLASSES FOR DEVELOPMENTALLY
DISABLED ADULTS IN THE DENVER AREA**

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**DEVELOPED BY
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CE 024 471

METRO COLLEGE FOR LIVING

WORKING CURRICULA

METROPOLITAN STATE COLLEGE

Denver, Colorado

June 1, 1975

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and
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And to all the volunteers for the structure and
the dynamics they have brought to the Metro
College For Living Program.

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WHY VOLUNTEER?

Corky plays a tune on his harmonica. He has never played for any group before.

Sarah washed and curled her own hair.

Donald and William are living in an apartment in the community. They need help in managing money, cooking meals and getting from one place to another.

All of these people attend Metro College For Living. These people are labeled Mentally Retarded, Developmentally Disabled, and many other socially predominant terms. These people need Metro College For Living. With this program they are learning how to get along with other members of the community, how to interact with other human beings, and how to acquire some realistic tools to help them through life. De-institutionalization is one of the goals.

I volunteered to begin this program for a myriad of reasons. I needed experience. I enjoy teaching. I had never worked with retarded adults before. I enjoy being needed. But after being in the program, I find the most rewarding experiences are getting to know forty people who taught me much.

Metro College For Living is just an idea without people like you who share their time to help our students adjust and work in the community. The curriculum guide is just that - a guide. You may implement any ideas you have that follow the concepts we are teaching. We have graded activities and concepts from basic to complex. When you evaluate your students, you will help place them in the areas that would be most beneficial to them.

The course will last from eight to ten weeks each quarter. We will place students in the courses that both the student and the teacher feel would be most valuable to them in dealing with their daily problems. We will try to keep the teacher-student ration at a 1-7 balance. This will help the growth and make record keeping more feasible. A week by week evaluation will be expected and a final placement for the next course is also needed. The volunteer has all of the responsibilities of a paid teacher. He also will receive credit for the work he does if he enrolls in classes given by Metropolitan State College.

We know the experience with MCL will be one of the most meaningful encounters in preparing for life for both student and teacher that can be found.

METRO
COLLEGE FOR LIVING

CURRICULUM

THE STRUCTURE OF THE MCL CURRICULUM

Metro College For Living has approached its curriculum with the concepts of dealing with basic life problems that each of us must confront in some way each day. We have looked at twelve problems that the field of special education has accepted as universal needs of people to survive in our society. The twelve life problems are: 1) understanding oneself and getting along with others, 2) understanding the physical environment, 3) appreciating beauty, 4) keeping healthy, 5) safety, 6) practical homemaking, 7) being a responsible citizen, 8) communicating ideas, 9) leisure time, 10) earning a living, 11) managing money, 12) traveling. From these problems we have developed relevant programs. The programs consist of objectives, concepts and appropriate activities which the volunteers in the MCL program will use. The volunteers will pre-test and post-test the students. The level at which the student enters the program will be recorded and relevant materials will be selected for them at their individual levels. After the quarter has ended the level at which the student will go into the next course will be recorded.

The need for repetition and simplicity cannot be over-emphasized. The more one re-inforces positive ideas, the more the student can implement these ideas and concepts into the reality of his life outside the College For Living. We will go from basic concepts to more complicated ideas. Communication with others is one of the main goals of our program. This is a difficult but necessary ingredient to survival in the community. Therefore, any means possible to enhance communication between people should be employed to aid the student in gaining control of his own life.

Objectives in MCL's curriculum will be individualized. Our students come to us on many different levels and we shall gear our program to their needs. Our program is designed to be humanistic as well as academic. We are proud of the students in our program. We are thankful for the opportunity to work with the students we have come in contact with this year. We look forward to meeting many new students.

The program is a supplement to the residential programs in and around Denver. These people who are now living in the community need a school to attend to aid them with the problems they are currently facing. The program also aids Avondale and other local institutions in orienting the people now residing in institutions to an eventual integration into the community.

This curriculum is a working document. Over the year, we will refine and improve the curriculum. We will develop levels of entrance into the program, i.e., pre-vocational, vocational, etc.

KEEPING HEALTHY

OBJECTIVES:

To introduce basic ideas about nutrition, rest, body care and cleanliness, preventing and treating illness.

CONCEPTS:

A. Nutrition

- 1) Four basic food groups (bread, fruit and vegetables, meat, dairy).
- 2) Students will be able to fit the various foods into the various categories.
- 3) Students will learn basic proportions for an adult balanced diet.
- 4) Students will prepare a meal of balanced proportions.
- 5) Students will learn about the sources of food: meat is from animals, vegetables are grown in the earth, etc.
- 6) How do we get our food? From the store.
- 7) Digestion takes place with the proper exercise and rest.
- 8) Uses implements of eating properly, i.e. knife, fork, spoon.

B. Rest

- 1) Students will learn the importance of rest in a weekly schedule.
- 2) Students will learn about resting while awake as well as the importance of regular sleeping patterns.

C. Body Care and Cleanliness

- 1) One should take a bath daily unless otherwise prescribed.
- 2) The correct use of soap and washcloth will be introduced.
- 3) Shampooing regularly helps get rid of scaly skin and dandruff.
- 4) Teeth brushing at least twice a day helps prevent cavities and yellowing of teeth.
- 5) Skin should be treated to lotion after washing carefully to rid oneself of dry skin.
- 6) Shaving makes one look better.

D. Preventing and Treating Illness

- 1) If one cares for himself properly, he can prevent much illness.
- 2) When one is ill, he should rest, eat properly and see a doctor if he does not improve.
- 3) Being in good mental health helps maintain good physical health. Attitude is important.
- 4) Doctors help you to get well.
- 5) Nurses help doctors.
- 6) When you need help you go to Denver General Hospital or your own health clinic.
- 7) The Fire Department helps in emergency.
- 8) In case of an emergency you should call the operator and ask for the doctor or the hospital you go to. Emergency Police #.
- 9) One should have a physical exam at least once a year.
- 10) If the doctor prescribes medicine for you, take it as he tells you to.
- 11) No one else should take your prescription medications.

E. Physical Illness

- 1) There are several adult illnesses that the students should be familiar with: high blood pressure, obesity, heart trouble, breast cancer.
- 2) Having regular exercise is an ingredient to good health.
- 3) There are several types of exercises: dance, calisthenics, sports, biking, walking, jogging, running.
- 4) A daily routine of body care and nutrition should be emphasized.

ACTIVITIES:

A. Nutrition

- 1) Discuss what makes a "balanced" meal.
- 2) Use A.D.A.'s "four food groups" activities.
- 3) Cut out pictures from magazines and place in "collage" under different food headings.
- 4) Give the students a variety of foods and have them select what would be a balanced meal.
- 5) Have the students keep a list of the food they elected to eat during the day, the week. Guide them in ways to improve.
- 6) Importance of breakfast:
 - a) Pick out appropriate breakfast foods.
 - b) Introduce concept of "energy."
 - c) Explain that different people eat different foods for energy.
 - d) Use same procedure for lunch and dinner.
- 7) The Good Foods Coloring Book.

B. Rest

- 1) Have students sit quietly for five minutes, then ten.
- 2) Explain how this can help stop frustration and anger.
- 3) Discuss feelings after having rested.

C. Body Care and Cleanliness

- 1) Give students a program for proper body and health care, as is used on page 5, 6, and 7 in On The Job, Hudson and Weaver,, Frank E. Richards Publishing Co., 1965
- 2) Talk about the importance of an emergency I.D. Make sure students have an I.D.
- 3) Learn procedures in emergencies.
- 4) Use calendars. Show how they can be employed to remember appointments, etc.
- 5) Develop booklet of health services for each student. Make sure they have recorded important telephone numbers.

MATERIALS:

Local recreation center - use facilities for exercise.
American Dairy Association (write six weeks in advance)
Invite a nurse or doctor to visit.
On The Job
Toothpaste and toothbrushes from Dental Association
Magazines
Artificial food
Supermarket for food
U.S. Dept. of Agriculture, Food and Nutrition Service,
Washington, D. C. 22050 The Good Foods Coloring Book

NOTES OR COMMENTS

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LIVING SAFELY

OBJECTIVES:

To grasp the importance of safety at play and recreation, at home, school and work, and during the process of moving about.

CONCEPTS:

A. At Play and Recreation

- 1) The student will learn what kinds of precautions to take in a variety of activities.
- 2) The student recognizes objects that will be dangerous to use.
- 3) The student will set his/her own limits in play tasks.

B. At Home, School, Work

- 1) Can identify safety words: DO NOT ENTER, BEWARE, CAUTION, DANGER
- 2) Will understand the caution needed to work around the stove, the oven, the iron, etc.
- 3) Will be familiar with electrical outlets and the safe use of such outlets.
- 4) Knows who to contact in cases of emergency, i.e. Police Department, Denver General Hospital, Fire Department. (some students will need to learn how to ask the operator for help)

C. In Locomotion

- 1) Reads safety signs: pedestrian crossing, don't walk, walk, bike route.
- 2) Crosses streets at corners.
- 3) "STOP, LOOK, LISTEN"
- 4) Knows meaning of different colors used in traffic situations.
- 5) Knows precautions to be taken when he hears or sees emergency vehicles.

ACTIVITIES:

- 1) Discussion on safety.
- 2) Make charts with the students' rules for safety: In home, at play and work, in motion.
- 3) Make signs for safety, play with these signs.
- 4) Use flash cards to develop basic sight vocabulary of safety rules.
- 5) Have a policeman or fireman come and talk about safety:
Emphasize:
 - a. Not getting into cars with strangers.
 - b. Cross at corners and at signals.
 - c. Be cautious while walking, riding bikes, etc.
 - d. Caution should be taken at home: turn off lights, TV, etc. at night or when you leave. Also be sure stove, iron, etc. are off.
- 6) Work with gas stove.
- 7) Work with electric stove.
- 8) Iron clothes.
- 9) Hot pans and stove. Use of pot holders.
- 10) Plug and unplug with electrical outlets.
- 11) Read labels: "poison" "keep away from children."

- 12) Learn how to put away equipment, toys, etc. to help prevent accidents.
- 13) Discuss use of medicines, hot liquids, poisons, cleaning materials, knives.
- 14) Read books on safety.
- 15) Write book on safety.
- 16) Reports on types of accidents.
- 17) Fire safety - for camping and for lighting cigarettes, etc.
- 18) Swimming - good rules for safety: never swim alone, know the area.
- 19) Camping - discuss animals and plants in the area. Have schedule for proper care of equipment, clean-up, etc. Write rules before trip.
- 20) Bicycle rules.
- 21) Rules for playing near streets.
- 22) Safety on the job. Discuss different jobs and what safety must be used on each job.
- 23) Visit different jobs and discover what safety precautions the worker must take.

MATERIALS

Fire departments have safety rules dealing with all kinds of safety needs.

Police departments also have safety booklets.

Federal Government has pamphlets for almost any occasion.
Flash cards.

Tag board for posters and signs.

Crayons, watercolors, colored pencils.

Policemen from Human Relations section.

Electrical equipment.

The use of a kitchen, iron, ironing board.

NOTES OR COMMENTS

HOMEMAKING AND FAMILY LIVING

OBJECTIVES:

To gain insights into the buying, preparing and storing of food items. To learn the practical use of wearing clothing appropriate for the weather and occasion. To learn about purchasing one's own clothes. Family and child care will be approached with emphasis on the practical problem-solving of day-to-day living. An introduction to home management and maintenance will introduce students to the responsibilities of maintaining themselves in the community.

CONCEPTS:

A. Food

- 1) Buy foods that will keep you healthy.
- 2) Remember to buy foods that you can afford.
- 3) Use the refrigerator to store foods. (use proper containers)
- 4) Fresh food spoils if not used within a week or two.
- 5) Serve food neatly and on clean dishes.
- 6) After eating, one should clean up immediately.

B. Clothing

- 1) Clothing should be neat and clean.
- 2) One should dress for the weather and the occasion.
- 3) Shopping for clothing takes pre-planning.

C. Family

- 1) The family cooperates to make the home run smoothly.
- 2) Manners are important in living with others.
- 3) People share on holidays and special occasions.
- 4) Families work and play together.
- 5) In a lot of homes, there are a father, mother, children, grandparents, etc.
- 6) Friends are important.

D. Keeping House

- 1) The house must be kept neat and clean to insure good health.
- 2) Everyone in the house must do his chores.

ACTIVITIES:

A.

- 1) Have a large supply of pictures of food. Classify them in various ways. (Color food group, healthy, unhealthy, etc)
- 2) Prepare food lists of the amount of food one would eat in a day, a week.
- 3) Make shopping list.
- 4) Read store ads and decide on what might be a good bargain.
- 5) Use films on food and body.
- 6) Plan meals for one day.
- 7) Take a trip to the market.
- 8) Budget time to make cooking come out at the same time.
- 9) Smell and observe fresh and spoiled foods. Identify.
- 10) Practice setting table.
- 11) Learn proper techniques for cleaning dishes and table.
- 12) Wash dishes in hot, clean, soapy water.
- 13) Washing hands before and after the meals is important.
- 14) Leftovers should be put away promptly to reduce spoilage.

B.

- 1) Use flannel board with person and basic clothes for seasons and occasions.
- 2) Shop with catalogues.
- 3) Discuss being neat with the clothing worn.
- 4) Role play sloppy person, neat person.
- 5) Polish shoes.
- 6) Discuss how often to wear clothes before cleaning them.
- 7) Take class on trip to laundromat.
- 8) Wash clothing at laundromat. Separate according to color and temperature.
- 9) Iron clothes.
- 10) Discuss shopping, conduct and procedure.
- 11) Shop.

C and D.

- 1) Pictures of families in different settings.
- 2) Discuss likenesses and differences.
- 3) Observe films on families.
- 4) List activities that take place in a home.
- 5) Collect pictures, draw pictures, model clay figures of families.
- 6) Make separate lists of duties for members of a home.
- 7) Keep personal account of responsibilities you have in your home.

MATERIALS:

DLM Pictures
Magazines
Ironing Board, iron, clothes
Money for laundromat
Detergent
Catalogues
Shoe polish
Newspapers
Table settings
Dish soap and sink

UNDERSTANDING ONESELF AND GETTING ALONG WITH OTHERS

OBJECTIVES:

The student will gain some understanding of his physical self, of his interests and behaviors, of his own set of values. The student will learn some techniques of getting along with others at work and at play. Self-concept will be strengthened through self-awareness and sensitivity.

CONCEPTS:

- 1) We are different from others and we are alike others in many ways.
- 2) We become the best person we can when we learn about how we work: breathing, eliminating wastes, eating good food, cleaning and grooming self, exercising, resting, sleeping and understanding our feelings about ourselves as well as others.
- 3) We all have strengths.
- 4) We all have weaknesses.
- 5) We should like ourselves.
- 6) Some people have physical handicaps.
- 7) There are differences between sexes.
- 8) Drugs, tobacco and alcohol can be harmful.
- 9) Why do we act the way we do? We have control of our actions if we understand our emotions.
- 10) We have talents.
- 11) Emotions make us feel many different ways.

ACTIVITIES: (some content contributed by Marc Okner)

- 1) Introduce selves. Tell one thing about yourself.
- 2) Arrange chairs so everyone has feeling of participation.
- 3) Drama. Plant a seed. Someone plants another person - perhaps he will grow.
- 4) Discuss emotions and senses: why do we cry, laugh, become angry?
- 5) Role play specific situations: whopping, riding a bus, asking directions, getting lost.
- 6) Become things other than what we are.
- 7) Why do we role play? Discussion.
- 8) Role play typical common problems:
 - a. Man-woman conversation
 - b. Rude person
 - c. Someone making fun
 - d. Friendship
 - e. Someone needing help
- 9) Trust in other people
 - a. In pairs, one person is blind, the other leads, then switch roles.
 - b. In circle, one person falls and trusts others to
 - c. Pick up person from floor. Feel whether he is tense or relaxed.
- 10) Discuss older people, children, family, bosses, then role play parts.
- 11) Humor - value of it. Role play: dull, humorous person. Tell jokes.
- 12) Discuss acceptable, non-acceptable behavior.
- 13) Practice manners: meeting someone, eating dinner, being aware of others.
- 14) Describe well-rested person, tired person.
- 15) Make list of strengths and weaknesses.
- 16) Men - women: How are they alike? How are they different?

- 17) How do we make ourselves happier, healthier? Ring in value of knowing how we feel in different situation.
- 18) Work on one weakness at a time to try to improve self. It can be either a physical or emotional weakness. Be realistic.
- 19) How do we solve problems with other people? Role play.
- 20) Video-tape to become aware of good points and poor points. Try to improve. Go slowly. Be certain the student wants to make this change.
- 21) Talk about appearance: inside and outside. What makes us look and feel better?

MATERIALS:

Imagination
Positive outlook
Personal agenda for improvement
Class agenda for improvement

UNDERSTANDING THE PHYSICAL ENVIRONMENT

OBJECTIVES:

To understand and adjust to nature. To understand technology and to gain some perspective in how to use some of the technology available to us.

CONCEPTS:

A. Physical

- 1) We wear appropriate clothing in the various seasons.
- 2) Some activities take place only in certain seasons.
- 3) Certain kinds of weather come during certain times of the year.
- 4) We live in the city of Denver (discover the city).
- 5) The state we live in is Colorado.
- 6) The country we live in is the United States.
- 7) We live on the planet Earth.
- 8) Our food comes from plant and animals.
- 9) Our clothing comes from animals, plants, and man-made products.
- 10) We must care for plants and animals.

B. Technology

- 1) Electricity helps us to live.
- 2) Tools should be used with care.
- 3) There are many kinds of tools for many different jobs.
- 4) We use the telephone to talk with others.
- 5) We use buses, bikes and feet to travel from place to place in the city.
- 6) To travel long distances planes, trains, and cars are used.

C. Inter-acting with others

- 1) There are many buildings and vehicles that the public may use or visit post office, buses, fire stations, police stations, hospitals, museums, clinics, capitol, schools, recreation centers, parks, etc.
- 2) Being courteous and patient makes working with people easier.
- 3) People give us clues to their feelings.

ACTIVITIES:

A.

- 1) Have pictures of the four seasons. List activities that might take place in each of those seasons. List clothing that would be reasonable.
- 2) Take a walk. Discuss appropriate dress.
- 3) Look at film or filmstrip of Denver and vicinity.
- 4) Look at map of the U.S. Locate Colorado. Then locate Denver.
- 5) Take a bus trip.
- 6) Visit a museum.
- 7) Play some seasonal sports.

B.

- 1) Demonstrate how tools work.
- 2) Look at household tools: saws, screwdrivers, knives, needles, electrical equipment, scissors.
- 3) Make something with one of these tools listed above: kite, soap carving, quilt, etc.
- 4) Discuss kinds of jobs that use certain tools: plumber, carpenter, farmer, tailor, gardener, etc.
- 5) Read books about tools, jobs, etc.
- 6) Make simple repairs around the house.
- 7) Use stove, toaster, iron, sewing machine, garbage disposal, lawn mower.
- 8) Use telephone and telephone directory. Call for reservations. Call to ask about product, etc.

C.

- 1) Discussion of good manners and their value.
- 2) Role play: "At the show," "out to dinner," "shopping"
- 3) Play games and discuss sportsmanship and cooperation.
- 4) Have scrapbook of social situations and manners.
- 5) Practice looking for clues of feelings of others.
- 6) Look at pictures of different emotions: identify and talk about.
- 7) Have members from community visit class (someone who runs restaurant, etc.)
- 8) Have class visit different places.

Materials:

Flannel Board - people with variety of clothes, etc.

Tools and equipment

Telephone and telephone book

Sports equipment

Materials for making something out of tools.

APPRECIATING AND CREATING BEAUTY

OBJECTIVES:

The student will be able to appreciate different art forms and express feelings about such forms. The student will be able to appreciate himself and his own beauty. The student will be able to identify in his environment the objects that please or attract him.

CONCEPTS:

- 1) There is beauty in the sounds, the smells, the sights, and the tastes in nature.
- 2) Man creates his own beauties too.
- 3) Listening helps make man aware of beauty.
- 4) Watching helps man become aware of beauty.
- 5) Smelling helps man become aware of beauty.
- 6) Tasting helps man become aware of beauty.
- 7) Arts and crafts are manmade beauties.
- 8) Music and poetry are man-made beauties.

ACTIVITIES:

- 1) Identify and classify what is man-made and what is natural.
- 2) Classify "good and bad" sounds that are man-made.
- 3) Classify good and poor sights that are man-made.
- 4) Classify good and poor smells that are man-made.
- 5) Classify good and poor tastes that are man-made.
- 6) Listen to different kinds of music.
- 7) Listen to different kinds of poetry.
- 8) Look at different kinds of art.
- 9) Go to a symphony.
- 10) Go to the art museum.
- 11) Make something of your own.

Materials:

Musical instruments
Stereo - phonograph
Tickets to symphony (Hospital audiences, Inc.)

BEING A RESPONSIBLE CITIZEN

OBJECTIVES:

To heighten the level of social consciousness. To define the student's role in society and its significance as a part of a greater "whole." To understand the responsibility of the individual to society, as well as society's responsibility to the individual. Ultimately to encourage and develop the potential for self-determination.

CONCEPTS:

- 1) There are microcosms of interaction:
 - a) peer (recreation and socialization)
 - b) family/group-home
 - c) job
 - d) Consumer-producer
 - e) social services and other resource programs
 - f) academic
 - g) individual
- 2) There are variances within the "whole society."
 - a) racial, ethnic, cultural
 - b) economics
 - c) discrimination
- 3) There are several social systems we should be familiar with.
 - A. Education
 - 1) social mandate
 - 2) racial exclusions
 - 3) substandard quality
 - 4) exclusion of developmentally disabled individuals from local system, i.e., separate programs
 - 5) labeling/low-expectations
 - 6) personal rights and human dignity
 - 7) Handicapped Children's Education Act
 - a) mandate
 - b) implications: counter discrimination, equality, dignity, etc.
 - B. Employment
 - 1) why people work
 - 2) types of work
 - 3) labor rights (8 hour day, 5 day week, wages (types of)
- 4) The way to achieve aid is through police, law, and justice
 - a) Purpose of laws is to maintain peace
 - b) Laws affect all of us.
 - c) The police protect us.
 - d) The police enforce laws.
 - e) There are sometimes injustices committed within the law.
- 5) Politics and legislation help bring benefits to some people in this society.
- 6) Discrimination is acting on prejudiced attitudes.
- 7) We should exercise our rights within the government.
 - a) We should make sure we have all of our benefits when we take a job.
 - b) If we are treated unfairly, we should find positive (good) ways to react.

ACTIVITIES:

1. Observe people interacting in the park, at the airport, in stores, at the food stamp office, at the hospital, at the fire department at the library, in school, on "skid-row". Discuss types of interaction.
- 2) Sit in a courtroom
- 3) Visit jail
- 4) Visit a city council meeting
- 5) Visit state capitol and observe senate and house
- 6) Conduct mock government with students playing all the various roles.
- 7) Discuss individual's role in each of the microcosms of interaction -- how individual acts, how he is acted upon. How the student affects and is affected by these social circles. Emphasize inter-dependence.
- 8) Talk about personal self-concepts related to the variances of society. How does the student see himself (Chican, M.R., Christian, etc.)? How do others react to him?
- 9) Discuss the penal system. Why are people put in jail? What are some laws that are broken by those put in prison? What rights does one have if they are arrested?
- 10) Explain electoral process/voting for legislation
- 11) Talk about the branches of government: legislative, executive and judicial.
- 12) Talk about Federal, State, and Local Government and their relations to M.R. students
- 13) Discuss criterion and responsibilities related to voting.
- 14) Explain accountability of legislators to constituency.
- 15) Discuss effect of legislation on certain segments of the population.
- 16) The legislature is a vehicle for input and self-determination.
- 17) Use Rights and Duties of Citizens, Book One

Materials:

Corcoran, Eileen, Lynch, Rights & Duties of Citizens,
Book One, Frank E. Richards, N.Y., 1964

LEISURE TIME

OBJECTIVES:

To develop interest and activities that broaden the students life experiences and give him pleasure. Music and rhythm will be explored. Hobbies that are inexpensive will be introduced. Group activities and recreational opportunities are promoted for expanding the students' perceptions.

CONCEPTS:

- 1) Leisure time is the time you have to do with whatever you please.
- 2) Leisure time can be used in many ways.
- 3) Watching TV, listening to the radio and reading are passive ways to spend leisure time.
- 4) Outdoor activities for leisure time can be: gardening, lawn and plant care, seasonal sports, biking, hiking, walking in the city, in the parks, in the mountains, etc.
- 5) Some indoor activities are: arts and crafts, card games, arithmetic games, painting, checkers, etc.
- 6) Groups can spend time with leisure activities: volleyball, choir, bowling, swimming, picnics, etc.
- 7) When we participate in group activities, we must be good sports people (share, be aware, care)
- 8) We must make and follow rules.
- 9) In order to preserve games, equipment, tools, we must take proper care of them.
- 10) We try to leave other people's property as we find it. We clean up after ourselves.
- 11) With friends we share, cooperate, help and play fairly.
- 12) When we trade with friends we try to trade fairly and equally.

ACTIVITIES:

- 1) Discuss different types of leisure time. Find individuals interests and then pursue them.
- 2) Get notices from service agencies of programs available. Read and make decisions.
- 3) Discuss rules for games, competition.
- 4) Teach procedure and order for hobbies: step 1, step 2, step 3, etc. Also clean-up and getting ready to work.
- 5) Look at city maps. Find parks, visit by following map directions.
- 6) Do's and Don't's of leisure time activities.
- 7) Songs for group gatherings.
- 8) Borrowing can be a problem. Be sure that you have a plan set up for payment if you borrow. Role play "conning" and "fair-play."
- 9) Inspect equipment for damage.
- 10) Go to park and have a "clean-up" campaign.
- 11) Talk about stealing, destroying property, drinking, profanity, daring. How do you react to this?
- 12) Take walks, hikes, biking trips to nearby parks.
- 13) Feed ducks.
- 14) Make instruments.
- 15) Have a sale of the arts and crafts made by students. (This can lead into the convention aspect in spring of 1976.)
- 16) Have students choose an art or a craft which they must start and finish.

Materials:

Things around house (for homemade instruments)
Notices from Service agencies of programs available.
Radio
Phonographs, etc.

EARNING LIVING

OBJECTIVES:

To teach positive attitudes toward finding, procuring, and maintaining a job. Responsibilities, rights and benefits of the worker will be introduced and reinforced.

CONCEPTS:

- 1) In choosing one's position for a living, remember your own limits and abilities. Be able to analyze yourself.
- 2) Know the requirements of the job you wish.
- 3) Prepare to get a job.
- 4) Fill out an application.
- 5) There are agencies that help in finding a job.
- 6) When you are a worker you have many rights: unions, safe working conditions, minimum wage.
- 7) There are benefits to the worker such as health insurance, pension, retirement, etc.
- 8) The worker must be responsible.
- 9) The worker must be on time.
- 10) The worker must be careful.
- 11) The worker must take care of the equipment with which he works.
- 12) The worker must do the best job he can in order to keep his job.
- 13) The worker must have a pleasant experience.
- 14) The worker must practice his job and learn all of the procedures.

ACTIVITIES:

- 1) Learn to fill out an application: Use APPLICATION FORMS, Frank C. Richards Pb.. Co., Inc.
- 2) Discuss requirements for certain types of jobs.
- 3) Discuss personal aspects for obtaining and maintaining a job.
- 4) Film
5. Discuss having an interview.
- 6) Role play having an interview.
- 7) Role play good and poor grooming.
- 8) Make scrapbook of good grooming.
- 9) Socio-drama on liabilities, capabilities, and disabilities.
- 10) Use yellow pages for researching specific jobs.
- 11) Talk from each student on the kind of work he or she is interested in and the requirements for the job and how the student feels he is qualified for the job.
- 12) Answer a want ad.
- 13) Read the want ads.
- 14) Practice using the telephone.
- 15) Discuss the rights of a worker.
- 16) Discuss the responsibilities of a worker.
- 17) Discuss safety programs. Make safety signs.
- 18) Discuss the care of equipment.
- 19) Discuss punctuality.
- 20) Discuss doing the best job you are capable of doing.
- 21) Visit local industries to see certain jobs and rules.
- 22) Obtain social security card.
- 23) Display of tools.
- 24) Some practical job possibilities to guide the students: food, cleaning, laundry, maintenance, household services, service stations, baby sitting, institutional.

- 25) Use On the Job
- 26) Gettting and Holding a Job
- 27) Service Occupations

All books published by Frank E. Richards Publishing Co., Inc., 1974

Materials:

On The Job
Gettting and Holding a Job
Service Occupations
Telephone Book
Telephone
Newspaper
Flash Cards on Safety
Safety Signs

TRAVELING

OBJECTIVES: To alert the student to the necessity of knowing how to move from one place to another. To have the student realize the responsibility of arriving to work, appointments, and general obligations on time.

CONCEPTS:

- 1) We can use cars, buses, bikes and feet to travel close by our home.
- 2) We take trips in a variety of different vehicles. (boats, planes, cars, trains, etc.)
- 3) There are public facilities for transportation. School buses, city buses, taxis.
- 4) We use maps to find our way.
- 5) We can ask for help if we are lost.
- 6) When we read a map we locate directions of North, South, East, West.
- 7) If we take a trip, we should have a good plan to travel with.
- 8) We must use appropriate behavior while traveling.
- 9) We must observe safety rules while traveling.
- 10) Clothes must be chosen with regard to mode of transportation.
- 11) The police can help if you need assistance while traveling.
- 12) Gas stations have city and state maps.
- 13) Money is necessary for traveling from place to place.
- 14) The amount of money needed depends on what kind of transportation you use and how far you are going.

ACTIVITIES:

- 1) Discuss different ways we travel.
- 2) Read books on different kinds of transportation.
- 3) Draw pictures of different kinds of travel.
- 4) Make models of kinds of transportation.
- 5) See films on travel and transportation.
- 6) Discuss how one finds his way from one place to another.
- 7) Make a map from the house to the school.
- 8) Make a map of your room.
- 9) Read maps and find ways to get from one place to another.
- 10) Teach landmarks to aid in finding way when lost. For example, the mountains are to the west in Denver.
- 11) Discuss behavior on trips, both long and short trips.
- 12) Discuss clothing which might be comfortable and fitting on trips.
- 13) Ride bus to various locations with a friend and return (use maps and RTD guides).
- 14) Have enough money for traveling without fear of running out of money.
- 15) It costs _____ to ride a bus.
- 16) You might need fare for both ways so have the money set aside.
- 17) Keeps a record of all bills incurred on short excursions.
- 18) Role play travel situations -- on bus to park, by plane to another state.
- 19) Take field trip to important areas in the city or county.
- 20) Visit local transportation company.
- 21) Role playing of bad practices while driving or traveling: drunk, arguing, sleep.
- 22) Have policeman in talking about safety and travel.
- 23) When one drives a car, he is responsible for taking care of his car and the people in it.
- 24) Books on travel. Brochures about travel.

Materials:

Use RTD

RTD Pamphlets

Gas stations for maps

Policeperson

Books and brochures on travel

MONEY MANAGEMENT

OBJECTIVES:

To gain some control of handling and spending one's own finances. The student will be exposed to the idea of a budget. From this point, he will be introduced to concepts of saving, borrowing and investing his money. The student will learn about the purpose and value of money.

CONCEPTS:

- 1) One is paid money for the work he does.
- 2) One uses money for the purpose of purchasing things he needs.
- 3) There are different kinds of money used in different parts of the world.
- 4) Money helps us keep ourselves by giving us shelter.
- 5) Money can buy the food we need to survive.
- 6) Money can buy the clothing we must wear.
- 7) We can earn money
- 8) We are sometimes given money that we do not earn, i.e., gifts, inheritances, allowances.
- 9) We use money every day for many things: transportation, recreation, clothes, food, books, etc.
- 10) It is important to be able to earn your own living if you want to live in the community.
- 11) Money should be budgeted and spent wisely.
- 12) The bank can help us take care of our money.
- 13) We must pay all of our bills each month.
- 14) We can save money with the help of a bank.
- 15) We work to earn money.
- 16) Our money from work helps us live in the community.

ACTIVITIES:

- 1) Discuss money and its uses.
- 2) Use Counting My Money, John D. Wool
- 3) Make change with play money.
- 4) Learn how to make change up to five dollars.
- 5) Begin an account at a bank.
- 6) Teach how to write a check.
- 7) Teach how to keep track of the money we have in the bank.
- 8) Keep an account of the money we spend by the day, by the week, by the month.
- 9) Make a menu and make the prices that would be charged at your restaurant.
- 10) Shopping trips.
- 11) Trip to the mint.
- 12) Telling time: the hourly wage.
- 13) Buy a book from the book store.
- 14) Use Buying Power, Frank E. Richards Publishing Company, Inc.
- 15) Role play receiving a gift of money.
- 16) Role play going to a store and purchasing different items.
- 17) Play games with money exchange.
- 18) Play cards with money exchange.
- 19) Discussion on why to save money.
- 20) Discuss keeping a budget.
- 21) Write a budget for a day.
- 22) Use Getting Ready for Pay Day, Frank E. Richards Publishing Co., Inc.

- 23) Visit a bank.
- 24) Spend a day with a certain designated amount of money and use it for traveling, eating, etc.
- 25) Plan a meal for a certain limited amount of money.
- 26) Make a booklet of economy meals.
- 27) Make a pamphlet on ideas for fun on a limited budget.
- 28) Role play unfair transaction.
- 29) Read newspaper advertisements and decide if they are bargains or not by researching prices at other stores.
- 30) Figure out how much money you receive each month. (both earned and unearned)
- 31) Figure out how much we spend each month.
- 32) Discuss differences and ways to reconcile these differences.
- 33) Discuss ways to earn money.
- 34) Money value: Convert different pieces of money to other pieces.
4 quarters = \$1.00, 10¢ - 1 dime, etc.
- 35) Few plan group meals. Buy and prepare.

Materials:

Play Money

Void checks from Bank (Colorado National will help)

Counting My Money

Buying Power

Getting Ready For Pay Day

Card games

HUMAN SEXUALITY

This course is being developed in conjunction with Planned Parenthood and Ted Testa of the Denver Association for Retarded Citizens.

Some of the areas that will be covered in the implementation of this course will be 1) realistic body image, 2) proper control of excretory functions, 3) differences between men and women, physically and psychologically, 4) growth, 5) sex, 6) love, 7) feelings and 8) education in the areas of VD, alcohol, smoking and drug education.

The volunteers will undergo an educational training in the "how and why" we teach sex education to the retarded.

COMMUNICATING IDEAS

Introduction

Learning to communicate ideas is a persisting life problem which involves the acquisition of the essential skills for success in the areas of reading, oral and written communication, listening and arithmetic.

Communications

Reading

OBJECTIVE:

The student must be prepared to read and understand the information that he sees on the street, in the store, at the bank or at his place of employment. The reading program must teach the skills necessary to read newspapers, magazines, signs, etc.

CONCEPTS:

- 1) Develop beginning reading skills.
- 2) Understand the mechanics of the reading process.
- 3) Has an interest in printed materials as a source of pleasure and information.
- 4) Identify printed words and phrases.
- 5) Attach meaning to printed word and phrases.
- 6) Reads under supervision.
- 7) Reads with a minimum of supervision.
- 8) Becomes an independent reader.
- 9) Uses techniques for locating information.
- 10) Reads a variety of simple printed materials.
- 11) Participate in a variety of adult reading situations.
- 12) Can locate information to solve problems.

ACTIVITIES:

- 1) Extensive reading readiness activities.
- 2) Establish a basic sight vocabulary according to the students' needs.
- 3) Teach basic survival vocabulary, ex. Danger, Stop, Go, etc.
- 4) Develop experience stories.
- 5) Practice locating pages in books.
- 6) Discuss how to handle books.
- 7) Practice left to right eye movements.
- 8) Teach color and action words.
- 9) Build word files.
- 10) Take trips to the library.
- 11) Make scrapbooks of pictures on subject of interest to students with students supplying captions.
- 12) Record experiences such as excursions and activities during the class.
- 13) Label articles (furniture and other equipment) in the room.
- 14) Make simple picture-word dictionaries.
- 15) Make flashcards with appropriate safety, protection, or information words and picture clues.
- 16) Use word games.
- 17) Demonstrate correct posture for reading and holding books.
- 18) Provide opportunities for oral reading.
- 19) Use written and oral drills.
- 20) Demonstrate and practice the use of the "Table of Contents"
- 21) Play games locating stories and pages using the "Table of Contents."
- 22) Use picture dictionary to locate words.
- 23) Use teacher-prepared materials using basic reading vocabulary.
- 24) Teach Dolch list of basic 220 basic words.
- 25) List names of students on chart - refer to them for various activities

- 26) Write out simple plans for class activities.
- 27) Practice reading and filling out applications.
- 28) Provide practice in a variety of word-attack skills.
- 29) Allow some free reading of newspapers, magazines and easy reading books.
- 30) Dramatize stories.
- 31) Draw pictures of story characters.
- 32) Use newspaper to locate weather information, television schedules, and shopping information.
- 33) Go to an office building, practice using building directory.
- 34) Practice alphabetizing
- 35) Read labels from clothing. Discuss meanings of words in directions.
- 36) Use catalogs from Sears, Penneys, etc.
- 37) Practice reading menus from restaurants and cafeterias.
- 38) Write directions for students to follow to complete a simple arts and crafts project.
- 39) Practice writing and arranging letters and words in alphabetical order.
- 40) List classmates names in alphabetical order to make class telephone directory.
- 41) Write a class book - students may dictate short stories on subjects of interest to them.
- 42) Share riddles, jokes, songs and other entertaining materials.
- 43) Use want-ad section to locate items.
- 44) Discuss safety signs.
- 45) Divide class into small committees with the assignment to locate specific information and tell about it.
- 46) Encourage students to develop an interest in something they can read about.
- 47) Secure sample application, income tax forms etc., talk about and practice completing.

Oral and Written Communication and Listening Program

OBJECTIVES:

The development of speaking, and listening skills will cut across all activities and phases of the educational program. In order to operate effectively within the community, the student will need to develop adequate communicative skills.

CONCEPTS:

I. Speaking and listening

- 1) Express self in clear and understandable speech.
- 2) Participate in conversations and discussions.
- 3) Observe simple social courtesies when listening and speaking.
- 4) Make simple presentations before a group.
- 5) Communicate in a variety of situations.
- 6) Listen attentively and effectively.

II. Writing and Spelling

- 1) Aware that writing conveys information.
- 2) Recognize the importance of expressing himself in writing.
- 3) Develop basic skills of handwriting
- 4) Answer simple questions in writing.
- 5) Attempt to spell correctly.
- 6) Write letters, address envelopes properly.
- 7) Fill out simple application blanks.
- 8) Write legibly with ease and reasonable speed.

ACTIVITIES:

Speaking and Listening

- 1) Have a sharing period for students can talk about their experiences.
- 2) Take turns repeating sentences from an experience chart.
- 3) Demonstrate that hands and objects near or in the mouth obstruct speech.
- 4) Develop new words using pictures.
- 5) Use jingles and verses.
- 6) Record speech.
- 7) Discuss trips and other activities
- 8) Play games using ages, addresses or telephone numbers.
- 9) Discuss need for asking questions and how to do so.
- 10) Describe and explain pictures.
- 11) Tell or dramatize stories.
- 12) Take turns leading songs, stories, poems.
- 13) Practice introducing selves.
- 14) Practice using language courtesies such as thank you, excuse me, I'm sorry.
- 15) Use Munroe Leaf Watchbird series to discuss manners.
- 16) Play games - listening, following directions
- 17) Use choral speaking activities.
- 18) Practice serving as host and hostess for special events.
- 19) Practice relating personal information during role call - names, addresses and telephone numbers.
- 20) Role playing activities.
- 21) Play charades.
- 22) Practice making introductions of others.
- 23) Have record listening sessions.
- 24) Give listening assignments - listen to TV or radio to get weather, news information.
- 25) Organize clubs.
- 26) Read stories with incomplete endings. Have students complete.
- 27) Plan short plays or skits.
- 28) Have students describe a real incident. Have second student repeat description. Listen for discrepancies
- 29) Practice using the telephone.
- 30) Play games such as "Gossip."
- 31) Help students with new and difficult words.
- 32) Use filmstrips and movies that illustrate speaking and listening.

Writing and Spelling

- 1) Practice extensive activities to develop writing skills.
- 2) Write written messages to students.
- 3) Make individual scrapbooks.
- 4) Practice writing names to signify when they have completed various tasks.
- 5) Provide systematic instruction in letter formations.
- 6) Students can copy letters, poems, stories.
- 7) Keep spelling file box.
- 8) Write short personal stories.
- 9) Teach pupils to write names in cursive writing.
- 10) Practice writing different kinds of messages.
- 11) Practice completing simplified forms.
- 12) Make personal data cards that can be carried in a wallet.
- 13) Use simple crossword puzzles using student's known words.

Arithmetic

OBJECTIVES:

Concepts and understandings stressed are those considered to be necessary to the student. The arithmetic taught will be that needed for conducting everyday affairs.

CONCEPTS:

1. Count, read, write numbers.
2. Use a variety of number concepts to meet daily living situations.
3. Understand and use money terminology and values.
4. Understand number facts and processes.
5. Understand and use measurement concepts and devices.
6. Understand and use simple fractions.
7. Acquire meaningful arithmetic vocabulary.
8. Use elementary tables, maps and charts.
9. Recognize common geometric shapes and terms, such as triangle, circle, etc.
10. Concept of time and speed.

ACTIVITIES:

1. Practice telling names, addresses, telephone numbers and birthdates when answering roll call.
2. Use incidental situations to develop number awareness-page numbers, counting supplies.
3. Use flannelboard activities.
4. Play games using counting.
5. Practice writing numbers-tracing, etc.
6. Practice filling in forms with names, phone numbers, addresses, etc.
7. Look for numbers on buses, license plates, signs, etc.
8. Use concrete and semi-concrete objects to teach the math processes (addition, subtraction, etc.)
9. Re-inforce learnings from previous activities through games.
10. Show coins, discuss size, shape, color and value.
11. Make sample purchases for class activities.
12. Use individual clock faces to practice telling time.
13. Use calendar each month-call attention to special days, birthdays, etc.
14. Use concrete and semi-concrete materials to practice measurement.
15. Extend arithmetic vocabulary through discussion.
16. Make scarebooks with pictures to illustrate comparative mathematical terms.
17. Play games requiring scorekeeping.
18. Consult teacher manuals for additional ideas.
19. Construct problems from actual life situations.
20. Dramatize using the post office.
21. Use Richard's manual on money.
22. Use an outdoor and indoor thermometer to practice reading temperatures.
23. Demonstrate cup, half-cup, etc.
24. Practice weighing objects-use spring scale.
25. Use egg cartons to develop the concept of twelve.
26. Make craft projects using geometric shapes.
27. Lift and handle objects of various sizes and weights.
28. Practice using telephones.
29. Walk through the neighborhood; make a simple map of the neighborhood.
30. Operate a class bank to save money for some activity.
31. Practice completing mail order forms from catalogs.
32. Discuss budgets-students can make individual budgets.

33. Practice making change.
34. Practice using bus schedule.
- 35.. Demonstrate setting sn alarm clock.
36. Demonstrate use of stove timers.
37. Construct various charts to illustrate measurements.
38. Use yardsticks and rulers as the need arises.
39. Allow students to check attendance on class chart.
40. Familiarize students with various types of bills, water, gas, etc.
41. Practice following directions to assemble objects, make clothing or prepare food items.
42. Use numbers in ads- such as food ads for problems related to real-life situations.
43. Investigate banking-procedures, forms, etc.
44. Take field trip to bank.

FIELD TRIPS AND EXTENDED EXPERIENCES

I. Camping

II. Symphonies in the parks

III. Photography

IV. Cooking

V.

CAMPING

OBJECTIVES:

To develop confidence in the ability to cope with different surroundings.
To become familiar with self-direction and alternative leisure time activities. The student will be exposed to group activities which will enable him to interact positively with others.

CONCEPTS:

- 1) We must prepare for a trip.
- 2) We should know about our surroundings.
- 3) We always clean up after we work.
- 4) We follow rules when we use others' property.
- 5) We must do all of our duties before we begin our pleasure.
- 6) Work can be pleasurable.
- 7) Crafts are fun when done in groups.
- 8) Appropriate belongings should be planned for and taken on a camping trip.
- 9) We should wear clothing that fits the season.
- 10) We should have a change of clothing in case of accidents.
- 11) When hiking, we should always have a friend along.
- 12) If one gets injured, he should remain calm and wait for help.
- 13) When hiking we should prepare for unexpected events, (take along food, first-aid kit)
- 14) If we lose at a game, we should not be upset.
- 15) Indians respect nature, so we sometimes use Indian signs to symbolize that we appreciate nature.
- 16) The mountains are not man-made; they are natural.
- 17) The mountains can be peaceful.
- 18) Friends are good to share your feelings with.

Schedule for the week-end excursion:

Arrive at camp 9:00 a.m.

Assign bed and give orientation 45 minutes. (Safety concepts, buddy system, first aid procedures.)

9:45 - 11:30 exploration of area surrounding the camp. Identification of plants, harmful and safe. Animals will be mentioned, too.

Divide into four groups with whom you will stay the entire week-end. One group will prepare lunch while others play group activities.

12:00 - 1:00 Lunch

1:00 Nature trail activity: Make signs for identification of flora and fauna.

3:30 Unstructured time.

4:30 Group sports, i.e., volleyball, games (capture the flag and hide-and-seek)

6:00 Prepare for dinner. (3 groups will discuss day's events)

7:00 Dinner

8:00 Clean up

8:30 Campfire activities - storytelling, singing, discuss next days activities.

9:00 Clean up for the evening, prepare beds, go to bed.

NEXT DAY:

6:00 wake-up, brush teeth, comb hair, use deodorant, wash up, etc.
6:30 Prepare for breakfast.
7:00 Breakfast
8:00 Extended group hike, lunch carried along. Summit attempt. (picture taking, map reading)
3:00 Return 2:00 - 3:00 and rest.
3:00 Crafts with indian motif.
4:30 - 5:00 Discuss week-end. What did we learn? How do we feel?
5:00 Prepare and eat dinner.
6:00 Clean-up camp and leave for home at 7:00.

FOOD PREPARATION

OBJECTIVES:

To approach eating at home in a very healthy, nutritional frame of reference. To understand the economical factors involved in preparation of food. To gain control of utensils and equipment used in cooking.

CONCEPTS:

- 1) We need food to live.
- 2) We need to eat a balanced meal of bread, fruits and vegetables, meat and fish, and dairy products.
- 3) Fresh fruit and vegetables can be eaten without cooking.
- 4) When cooking be sure you use care in working with knives, hot equipment, etc.
- 5) Wash hands before cooking.
- 6) Wash food before eating.
- 7) Use pot holders for hot things.

ACTIVITIES:

- 1) Discuss proper nutrition
- 2) Use "Four Food Groups" from American Dairy Association.
- 3) Magazines to find good foods.
- 4) Prepare sandwiches. Learn how to use sharp knife.
- 5) Prepare salads - fruit and vegetable. Eat with proper settings and manners.
- 6) Begin basic meat preparation: hamburger, steak, pork chops, etc.
- 7) Discuss dangers of cooking on a stove - spattering grease, burns from burner, hot pans, leaving stove on.
- 8) Practice using stove top, pouring off grease, turning burners off and on.
- 9) Use oven by preparing TV dinners. Learn the use of stove timer. If no timer, learn to check time periodically.

PHOTOGRAPHY

OBJECTIVES:

To learn the pleasure of taking pictures and to gain control of the photographic equipment.

CONCEPTS:

- 1) Cameras take pictures of the world around us.
- 2) Pictures help us remember the good times we have had.
- 3) Some cameras take moving pictures.
- 4) Some cameras take still pictures.
- 5) We must use the camera and accessories carefully so it will last.
- 6) We must know the proper procedures so that our pictures turn out clearly and accurately.

ACTIVITIES:

- 1) Show some photographs, slides, and movie film. Explain that different cameras take different kinds of pictures.
- 2) Discuss why we take pictures, i.e., pleasure, memories, for art's sake, etc.
- 3) Introduce Polaroid camera. Explain how we can see the pictures immediately.
- 4) Take pictures of class and individuals.
- 5) Demonstrate how to put film in the camera.
- 6) Go through procedure for taking a basic photograph (camera steady; object in center of view screen; where one presses to take picture).
- 7) Use Instamatics after they have learned how to center objects.
- 8) Teach procedure of Instamatic.
- 9) Take an excursion to park or through neighborhood. Use a roll of film.
- 10) Develop film and evaluate the kind of pictures that were taken.

SYMPHONIES IN THE PARK

OBJECTIVES:

To offer experiences to the students which teach interaction with others and cultural appreciation at a minimal cost to the student.

CONCEPTS:

- 1) Parks and recreation centers are made for everyone.
- 2) Music is an expression of feelings.
- 3) We can have fun without spending money.
- 4) A symphony can be enjoyed with friends or alone.
- 5) We are aware of other people when we go in a crowd.
- 6) We dress neatly and cleanly in public.
- 7) We make sure our body is clean before we go in a crowd because foul body odor is offensive to others.

ACTIVITIES:

- 1) Discuss music and its benefits to mankind
- 2) Discuss parks and how we may use them.
- 3) Discuss ecology and the need to pick up after ourselves.
- 4) Discuss how we act in large groups.
- 5) Discuss dress and hygiene needed to attend concert in the park.
- 6) Take bus to different parks
- 7) Go to symphony in park.
- 8) Discuss what we like or did not like about symphony.

RESOURCE PEOPLE AND PLACES
IN DENVER

Council of Exceptional Children

Fair, Martha, MSC, Special Education

Octigan, Mary, MSC, Education

Redden, Cora, MSC, Special Education

Dahms, Alan, MSC, Psychology and Long Range Planning

Ackler, Skip, MCL Program Coordinator and Development

Murphy, Lynn, MSC, Program Development Specialist

Dr. Kayo Sunada, Ridge State Home, 10285 Ridge Road, Wheatridge

Alan, Ruth, PRT, Avondale

Pieczynski, Cece)

Testa, Ted) Denver Association for Retarded Citizens, 1380 South
) Santa Fe, Denver

Planned Parenthood

And to all the other people who have helped METRO COLLEGE FOR LIVING grow!

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